DOCUMENT RESUME

ED 291 648 SO 018 826

AUTHOR Hergesheimer, John; And Others
TITLE Model Course Outline for the Individual in Political, Economic, and Social Systems.
PUB DATE Mar 85
NOTE 21p.; Document includes some broken type.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Citizenship Education; *Civics; Course Descriptions; Course Organization; Curriculum Development; *Economics; Grade 12; *Political Science; Secondary Education; Social Studies; *United States Government (Course)
IDENTIFIERS California History Social Science Framework (1981)

ABSTRACT

This guide illustrates a way to organize the 12th grade social studies course according to the "1981 California History/Social Science Framework." The guide is introduced with a listing of the model curriculum standards for teaching United States government, civics, and economics. Also provided are the basic concepts from the History/Social Science Framework which are integrated into each of the six units. The goals which comprise the content of each unit are structured in such a way as to indicate topics of study and suggest possible objectives. Unit 1 presents goals and concept for socialization of the individual in comparative societies. Unit 2 is a study of United States and California government. Units 3, 4, and 5 are comparative in scope, focusing on the individual in political, legal, economic, and social systems of selected countries. Unit 6 focuses on the current interdependence of countries. (SM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED291648

MODEL COURSE OUTLINE FOR

THE INDIVIDUAL IN POLITICAL, ECONOMIC, AND SOCIAL SYSTEMS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Richard F. Kraft
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BY

JOHN HERGESHEIMER
NORWALK H. S.
NORWALK, CA.

DICK KRAFT
LOS ALTOS H. S.
HACIENDA HTS., CA.

JEAN RAUN
NORWALK H. S.
NORWALK, CA.

SO018826

BEST COPY AVAILABLE

I. INTRODUCTION

This outline shows one way of organizing the Twelfth Grade setting in the 1981 History/Social Science Framework. Every effort has been made to use the entire description of the setting as described on p. 20 of the Framework.

The outline also responds to the Model Curriculum Standards (MCS) established for the Civics/American Government and Economic courses. These standards are described on pp. 43 to 59 of the Model Curriculum Standards for History/Social Science.

The six units begin with the socialization of the individual in comparative societies. A study of American (and California) government follows Unit 1. The next three units are comparative in scope, focusing on the individual in political/legal, economic, and social systems of selected countries. The final unit focuses on the interdependence of today's world. The chart in the Appendix can help the teacher plan for the comparisions.

The "basic concepts" from the disciplines of the social sciences and humanities are integrated into each of the units of this outline. The selection of the 30 concepts listed here in Part II is based on the matrix printed in the "Curriculum Review" column in the Social Studies Review, Winter 1983.

A detailed plan for the use of the skills, values, and social participation goals of the Framework is beyond the scope of this course outline, but some unique opportunities offered by the Individual in Political, Economic, and Social Systems settings are mentioned in the concluding sections of this outline. Likewise, a thorough discussion of the MCS's in impossible in this limited space.

This outline contains no student objectives, but the "unit goals" which comprise the content of each unit are structured in such a way as to indicate topic of study and, at the same time, suggest possible objectives.

This course outline has been developed with a direct disregard for the availability of textbooks and other materials. There is no one textbook to meet the intent of this course. There are many materials around that can be gathered to develop the course. Sources for such material include foreign consulates and corporations. If this outline shows what is possible with this setting of the Framework and meeting the MCS's, or if it gives impetus to educators to develop their own more detailed and "more realistic" outlines, it will have served its purpose well.

JOHN HERGESHEIMER DICK KRAFT JEAN RAUN

March 1985

II. BASIC CONCEPTS FOR THE INDIVIDUAL IN POLITICAL, ECONOMIC, AND SOCIAL SYSTEMS

The following "Basic Concepts" from the Framework are particularly appropriate to the twelfth grade course. They are listed in a somewhat simplified form. They are keyed by letter and number to the units in section III of this outline.

Anthropology

A-2 Culture is passed down by humanity's institutions, particularly the family.
A-3 Culture is the way of life that a people learn.

Economics

E-1 Scarcity is the basic economic problem of all societies; it forces societies, as well as individuals, to make choices.
E-2 Societies have economic systems to answer three questions: What is to be produced? How is it to be produced? And for whom should it be produced?
These systems may be grouped in three general classes: Traditional, Command, and Market; but these are seldom found in a pure form in the world today.
E-3 Four basic elements are necessary for production to occur. They are natural resources, labor, management, and capital.
E-4 Occupational and regional specialization increases production and makes people depend on others to supply their needs. (interdependence)
E-5 Money helps people exchange goods and services. Its value depends on the number of goods and services it is worth at a particular time.
E-6 Market economies make decisions through a network of markets that respond to supply and demand. In a Command economy, decisions are made by planners.
E-7 The distribution of wealth may be measured by per capita income, income distribution, gross national product, the consumer price index, and other means.
E-8 Measuring the economy requires skills in using graphs, charts and tables.
E-9 Industrial societies must specialize; this forces individuals to be economically interdependent.
E-10 Collective bargaining is an American invention designed to strike a balance between the needs of organized labor and the needs of corporate mangement.
E-11 Our mixed economy faces many local, national, and global problems in production and distribution.
E-12 Our society has some basic economic goals and must make priority choices between them.
E-13 Global wealth and resources are distributed unevenly by an international economic system which faces many problems.

Political Science

PS-1 Politics involves the struggle for power and is found wherever there are power relationships. Resolving conflict requires compromise in decision-making.
PS-2 Political systems make binding decisions for societies. Executive, legislative, and judicial branches of government are influenced by media and interest groups.
PS-3 Political scientists study processes and relationships, and they analyze decision-making in political systems.
PS-4 American government rests on certain defined principles. These include constitutional government , democracy, separation of powers, checks and balances, individual rights and citizenship responsibilities, and limited government.
PS-5 Public officials have certain roles to play in carrying out their functions.

MODEL CURRICULUM STANDARDS
THE INDIVIDUAL IN POLITICAL, ECONOMIC, AND SOCIAL SYSTEMS

The following Model Curriculum Standards (MCS's)** are specifically for the American Government and Civics and Economic courses. Where the MCS's are appropriate they have been assigned to the other units of this model. They are listed in a simplified form and are keyed by letter to the units in section III of this outline.

MODEL CURRICULUM STANDARDS FOR AMERICAN GOVERNMENT AND CIVICS

A. ORIGINS AND BACKGROUND OF AMERICAN GOVERNMENT

1. A course should emphasize the fact that the type of government developed by the founding fathers was influenced by the prevailing values and conditions of the time.

2. A course should should that there were principles considered essential to American government by the founding fathers.

3. A course should show that the Constitution evolved as a result of compromises: a balance of conflicting goals and values.

B. STRUCTURE AND OPERATION OF AMERICAN INSTITUTIONS

4. A course should include the structure, operation, and capacity for change of American institution, such as the Congress, the presidency, the bureaucracy, the judiciary, and political parties.

5. A course should show that major institutions interact to produce and maintain policy. This policy consists of integrating the views with different priorities, perspectives, constituencies, and terms of office.

C. THE ROLE OF THE INDIVIDUAL IN AMERICAN GOVERNMENT

6. A course should show there are various social and political differences in the population that are important to political outcomes at the federal, state, and local levels.

7. A course should stress that there is political, civic, and social participation in a democracy.

D. CIVIL LIBERTIES AND CIVIL RIGHTS

8. A course should emphasize that all citizens should be fimilar with the Bill of Rights in a historical and comtemporary setting, the amendment process, and the role of court interpretation and precedent in its evolution.

9. A course should show that there are constant tensions between the desire for individual ethical behavior, the will of the majority, the need for public order, and the relation of these tensions to the major contemporary domestic issues.

PS-6 Democracy in America is threatened by a lack of citizen participation.
PS-7 America is becoming more interdependent with other political systems. Nationalism is an important force in many of those systems.

Sociology

S-1 People learn how to behave through groups.
S-2 We can only fully understand people when we understand groups.
S-3 Each culture is unique, but parts of it may be shared with other cultures.
S-4 Each culture provides social norms which members of that culture are expected to follow.
S-5 Individuals are affected by the changing population in which they live.
S-6 Societies are composed of social classes.
S-8 Human societies are always changing.
S-9 Every culture shapes its social institutions.

E. FEDERAL, STATE, AND LOCAL GOVERNMENT

10. A course should show that similarities and differences exist between the structure and operation of federal governmental institutions and the institutions at the state and local levels, using California to illustrate.

11. A course should show that federal, state, and local governments each dominate different major policy areas.

12. A course should show that there is a close relationship between the federal government and state and local governments.

13. A course should show that federal, state, and municipal legal systems manage a variety of conflict among individuals, groups, and institutions.

14. A course should show that initiatives, referenda, and recall illustrate direct democracy.

F. THE UNITED STATES AND THE WORLD

15. A course should consider the changes in national policy, from insulation to world leadership.

16. A course should show that there was a continuing post-war preoccupation with security that influenced both domestic and foreign policy.

G. TAKING STOCK: AN EVALUATION OF CONTEMPORARY AMERICAN GOVERNMENT

17. A course should provide opportunities for students to analyze our government system in light of contemporary domestic and international issues.

18. A course should provide opportunities to compare the American government with other contemporary forms of governments based on specific criteria.

H. SKILLS

19. A course should provide opportunities for students to develop basic, creative, and critical thinking, and interpersonal or social participation skills. Refer to pages 10 - 12 of the Organization and Format Section** for essentials of these skill areas.

MODEL CURRICULUM STANDARDS FOR ECONOMICS

1. A course should demonstrate that the study of economics requires the understanding of certain fundamental concepts and terms. Among these are the terms with definitions that appear in the Glossary on pages 57 - 58.**

2. A course should include a study of the tools of analysis, such as charts, graphs, statistics, and marginal analysis.

3. A course should show that economists measure economic performance by using certain economic indicators.

4. A course should make it clear that the basic economic problem facing society is the condition of scarcity, or limitation on productive resources relative to human wants. As a result of this scarity, choices must be made, taking account of the opportunity costs of each choice.

5. A course should demonstrate that all soicieties have economic systems that enable them to make choices on what to produce, how to produce it, and for whom to produce it. The economic system of the United States relies primarily on the market to make these choices.

6. A course should show that the United States has an economy characteristized by certain important elements, including competition and market structure, freedom of choice, private ownership, and profit and loss.

7. A course should help students realize that all individuals should utilize economic concepts and consumer skills in their decision making in place of emotional, unreasoned judgment.

8. A course should demonstrate that labor, agriculture, and business organizations have played major roles in the historic and contemporary development of the United States economy.

9. A course should show that the government plays a role in the United States market economy.

10. A course should make it clear that all economies need money to facilitate specialization and the exchange of goods and services. Monetary policy which seeks to regulate the money supply is the responsibility of the Federal Reserve System.

11. A course should show that the United States economy is characterized by a system of financial institutions which intermediate between savers and borrowers.

12. A course should show that all economies are characterized by business cycles with periods of inflation, deflation, and unemployment.

13. A course should illustrate that the history of the United States has been characterized by economic growth and general improvements in the standards of living.

14. A course should show that international trade and the movement of people across national borders has had a major impact on the economies of the United States and the rest of the world.

15. A course should show that the distribution of income in the United States is a result of an interaction of market forces and government policies.

16. A course should provide opportunities for students to develop basic, creative, and critical thinking, and interpersonal or social participation skills. Refer to pages 10 - 12 of the Organization and Format Section** for essentials of these skill areas.

** MODEL CURRICULUM STANDARDS FOR HISTORY/SOCIAL SCIENCE, First Edition, California State Department of Education, Approved by State Board of Education January 11, 1985.

III

MODEL COURSE FOR GRADE 12

THE INDIVIDUAL IN POLITICAL, ECONOMIC, AND SOCIAL SYSTEMS

1.0 UNIT The Socialization of the Individual

1.1 To be able to identify the family as the basic unit of society for the transmission of culture, and that the family is supported and reenforced by educational, religious, economic, and governmental institutions.

1.11 What different kinds of groups exist in a society?
1.12 What identifies people as members of a group?
1.13 What are the most important primary groups? secondary groups?
1.14 How does membership in a group influence the behavior of its members?
1.15 What groups and institutions in the society are involved in the transmission of culture?

Basic Concepts: A-2, A-3, S-1, S-2, S-3 MCS:

Topic: Groups and Institutions

Suggested Settings: United States a primitive culture, Soviet Union or China prior to and after the establishment of the Communist State, Japan prior to and after World War II.

1.2 To be able to determine the functions and activities a society expects individuals with specific characteristics to perform.

1.21 How are roles assigned by society? By sex? Age? Education? Race?
1.22 What does society expect of individual's roles?
1.23 How can an individual prepare him/herself for a particular role?
1.24 Do the different roles a particular individual is supposed to play come into conflict with one another?

Basic Concepts: S-2, S-3, S-4 MCS: AGC-C

Topic: Role

Suggested Settings: SEE SETTINGS ABOVE

1.3 To be able to identify the norms and values which are perpetuated in the society through the socialization process.

1.31 What are the most important norms of the society? (mores)
1.32 What are the relatively unimportant norms? (folkways)
1.33 What norms of behavior are assigned to given roles?

Basic Concepts: S-5, S-9 MCS:

Topic: Values and Norms

Suggested Settings: SEE SETTINGS ABOVE

2.0 UNIT American Government

2.1 To be able to explain the body of political ideas and beliefs which are the foundation for the American governmental system.

2.11 What are the basic beliefs of the society?
2.12 What political values does the American society hold?
2.13 What influences does ideology have on the structure of the governmental system?
2.14 What influences does ideology have on the decision-making process?

Basic Concepts: PS-2, PS-4, PS-5 MCS: AGC-A-1, 2, 3; A-C, A-H

Topic: Constitutions, Ideology

Suggested Settings: United States and California

2.2 To be able to identify the key elements in the leadership selection process.

2.21 How are leaders selected?
2.22 What characteristics do successsful leaders possess?
2.23 How do leaders appeal to society for support?
2.24 How are leadership selection rules determined?

Basic Concepts: PS-1, PS-4, PS-6 MCS: AGC-- A-B, A-E, A-H

Topic: Election Process, Leadership

Suggested Settings: United States and California

2.3 To be able to distinguish between the governmental organization components and their respective powers.

2.31 What are the organizational components?
2.32 What is the decision-making process for each component?
2.33 From where does each component receive its authority and to whom is it responsible and/or related?
2.34 What roles or functions are required to successfully fulfill the responsibilities of each component?

Basic Concepts: PS-4, PS-5 MCS: AGC-- A-B, A-E, A-F,

Topic: Branches of Government, Institutions

Suggested Settings: United States and California

2.4 To be able to compare and contrast the decision-making process within the political system.

2.41 What are the formal and informal rules for decision-making:
2.42 What factors influence the decision-making process?
2.43 How can citizens effect the decision-making process?
2.44 How do governmental decisions effect the citizens?

Basic Concepts: PS-1, PS-2, PS-4, PS-6, PS-7 MCS: AGC-- A-B, A-C, A-E, A-F, A-G, A-H

Topic: Decision-making process of each Branch of Government

Suggested Settings: United States and California

2.5 To be able to identify, analyze, and evaluate the rights and responsibilities of citizens.

2.51 What fundamental rights and responsibilities are granted and assumed by the citizens?
2.52 What values are held by the society-at-large?
2.53 How are these values perpetuated?
2.54 How are these values changed over time?

Basic Concepts: PS-2, PS-4, PS-6 MCS: AGC-- A-C, A-D, A-G, A-H

Topic: U.S. Constitution: specifically the Bill of Rights, 14th Amendment, Role of the citizen

Suggested Settings: United States

3.0 UNIT Individual and Comparative Political/Legal Systems

3.1 To be able to explain the body of political ideas and beliefs which are the foundation for the political/legal system and to be able to distinguish between specific political/legal systems.

3.11 What are the basic beliefs of the system?
3.12 What political values are held by the system?
3.13 What ideological influences have had an effect upon the system?
3.14 How have these ideological influences affected the decision-making process?

Basic Concepts: PS-1, PS-2, PS-5

Topic: Constitutional Foundations

Suggested Settings: Democratic/Authoritarian Systems (United Kingdom/Soviet Union) Presidential/Parliamentary Systems (Mexico/United Kingdom)

3.2 To analyze the key elements in the leadership selection process?

3.21 How are the leaders selected?
3.22 What characteristics do successful leaders possess?
3.23 What affect do leaders have on the political/legal system?
3.24 How are leadership selection rules established?

Basic Concepts: PS-1, PS-2, PS-3

Topic: Leadership Selection Process

Suggested Settings: Single/Two/Multi Party System (Mexico/United Kingdom/Japan) Election Process

3.3 To differentiate government organizational components and their powers.

3.31 What are the organizational components?
3.32 What functions do each component have in the decision-making process?
3.33 From where does each component receive its power and to whom is it responsible?

Basic Concepts: PS-1, PS-2, PS-5

Topic: Branches of Government (Organizational structure)

Suggested Settings: Presidential/Parliamentary (Mexico/Japan), Cabinet/Politburo (United Kingdom/USSR)

3.4 To compare and contrast the decision-making process.

3.41 What are the formal (constitutional/legal) and informal (traditional/customs) rules for decision-making?
3.42 What factors and how do these factors influence decision-making : i.e. ideological, personal, societal, international?
3.43 How can and do citizens affect the decision-making process?
3.44 How does the decision-making process affect the citizens?

Basic Concepts: PS-2, PS-3

Topic: Decision-making Process

Suggested Settings: Any two or more present day political/legal systems. See Setting Above.

3.5 To be able to identify, debate, and evaluate the rights and responsibilities of citizens.

3.51 What fundamental rights and responsibilities are granted to and assume by the citizens?
3.52 What values are held by the society-at-large?
3.53 How are these values perpetuated?
3.54 How are these values changed over time?

Basic Concepts: PS-1, PS-2, PS-3

Topic: Role of the Citizen

Suggested Settings: USSR/United Kingdom

4.0 UNIT The Individual and Comparative Economic Systems.

4.1 To be able to analyze the basic economic goals of their own society; i.e. freedom of choice, efficiency, equity, full employment, price stability, growth, and security in light of their own personal value system, and analyze the goals of other economic systems in light of their own implicit and explicit values.

4.11 What are the major values and goals of the society?
4.12 How do values and goals affect economic decisions?
4.13 How are conflicts in values and goals resolved?
Basic Concepts: E-1 MCS: ECON.-1, 2, 3

Topic: Values and Goals

Suggested Settings: The United States compared with that a command economy such as the Soviet Union or China; with a modern industrial state such as Japan; with an emerging nation such as Mexico, India, or Nigeria; and a socialist nation such as Sweden, Denmark, or the United Kingdom.

4.2 To recognize that every society in history has developed an economic system to respond to the scarcity problem, and that economists classify these systems as traditional, command, or market according to the way they make choices about what to produce, how to produce, and how to distribute goods and services.

4.21 What goods and services does the society make with its scarce resourses?
4.22 How does the society use its scarce resources to make goods and services?
4.23 How are the scarce goods and services distributed?
4.24 How much freedom does the individual have in making choices about how to use scarce resources?
4.25 How does the society answer the how, what, for whom questions?

Basic Concepts: E-2, E-3, E-4, E-6 MCS: ECON.-4, 5, 6

Topic: Scarcity and Choice

Suggested Settings: See 4.1 above.

4.3 To understand that resources are necessary before production can occur, and that economic growth is dependent upon increasing effectiveness in the utilization of resources.

4.31 What natural resources are available?
4.32 What human resources are available?
4.33 What capital rescources are available?
4.34 How are the three types of resources combined to produce goods?
4.35 What economic institutions dominate production?
4.36 What is the nature of the entrepreneurial function?
4.37 Does the society have regional and occupational specialization?
4.38 In what types of production does the society have a comparative advantage?

Basic Concepts: E-2, E-3, E-4, E-6 MCS: ECON.-5, 7, 8

Topic: Resources and Production

Suggested Settings: See 4.1 above.

4.4 To be able to identify the organizations and well-established practices within the society which condition economic activity.

4.41 What economic institutions have been established in the society?
4.42 How do economic institutions condition economic activity?
4.43 What functions does each economic institution have?

Basic Concepts: E-5, E-6, E-10 MCS: ECON.-9, 10, 11

Topic: Institutions

Suggested Settings: See 4.1 above.

4.5 To be able to understand that income distribution depends upon that portion of a society's wealth which is returned to the contributor: wages and salaries to labor, interest to capital, rent to owners of land and resources, and profits to investors and entrepreneurs.

4.51 How are goods distributed?
4.52 In what proportion do the various factors fo production receive goods?
4.53 What are the functions of prices in the system?
4.54 How are prices set in the economic system?

Basic Concepts: E-5, E-6, E-7, E-9 MCS: ECON.-4, 5, 13, 14

Topic: Distribution

Suggested Settings: See 4.1 above.

4.6 To understand the underlying causes and consequences of the rise and fall of economic welfare and activity in a society.

4.61 What causes business cycles?
4.62 What can be done to control business cycles?
4.63 How are business cycles related to consumption, investment, savings, and government expenditures in the economic system?
4.64 What are the social consequences of a fall in business activity in the economic system?

Basic Concepts: E-8, E-11, E-12, E-13 MCS: ECON.- 12. 13

Topic: Business Cycles

Suggested Settings: See 4.1 above.

5.0 UNIT The Individual and Comparative Social Systems

5.1 To be able to compare and contrast the roles individuals play in societies.

5.11 How are roles assigned by society?
5.12 What does society expect of individual roles? What does society expect of a doctor, a mother, or a teenager?

5.13 What different roles is a particular individual expected to fulfill?
5.14 Do the different roles a particular individual is supposed to play come into conflict with each other?
5.15 How can an individual prepare him/herself for a particular role? Are some roles closed off to certain kinds of people?

Topic: Role

Suggested Settings: United States, Mexico, China, Japan

5.2 To be able to evaluate the effect that status has on the individual and roles expected of that individual.

5.21 Which roles have high status? Which roles have low status?
5.22 What privileges are given to roles with high status?
5.23 Is status inherited or earned?

Topic: Status

Suggested Settings: United States, India , Japan

5.3 To be able to identify the socioeconomic structure of a society and to analyze the effect of the socioeconomic structure upon the individual.

5.31 What are the classes of a given community? What criteria are used to place people in a class?
5.32 Can one earn membership in a given social class, or must he/she be born into it? How open are classes to people born outside them?

Basic Concepts: S-6

Topic: Social Class

Suggested Settings: United States, Brazil, Soviet Union, India

5.4 To be able to compare the norms of selected societies.

5.41 What are the mores of this society?
5.42 What are the folkways of this society?
5.43 What norms go with what roles?

Basic Concpets: S-4

Topic: Norms

Suggested Settings: United States, Mexico, Soviet Union, Japan

5.5 To be able to identify groups within a society and to analyze their effect upon the individual.

5.51 What different kinds of groups exist?
5.52 What are the most important primary groups? What are the most important secondary groups?
5.53 How does membership in a group influence the behavior of members? How does it influence the structure of society?

Basic Concepts: S-2

Topic: Groups

Suggested Settings: United States, Mexico, Soviet Union, Japan

5.6 To be able to distinguish between social institutions established in various societies.

5.61 What are the primary political institutions?
5.62 What are the primary religious institutions?
5.63 What is the nature of the family?
5.64 What are the primary economic institutions?
5.65 What are the primary educational institutions?

Basic Concepts: S-9

Topic: Social Institutions

Suggested Settings: United States, Brazil, Soviet Union, India

5.7 To be able to appraise the effect of group interaction on the individual.

5.71 Are particular groups in contact with each other basically cooperative or basically competitive?
5.72 What two groups interact, what determines which of the following four processes will take place: extermination, accomodation, assimilation, or amalgamation?

Topic: Group Interaction

Suggested Settings: United States, Brazil, Soviet Union, India

5.8 To be able to assess how change has effected the individual and the society.

5.81 Have new inventions promoted cultural change: if so, in what way?
5.82 Has diffusion from an outside source produced a change? If so, how/ what was the agent of diffusion?
5.83 Has a change in one area of a culture produced a condition demanding change in another area? Has there been a lag between the first change and the second.

Basic Concepts: S-3, S-8

Topic: Culture Change

Suggested Settings: United States, Brazil, Soviet Union, Japan

6.0 UNIT GLOBAL SYSTEM

6.1 To be able to compare and contrast international or multinational political systems and organizations.

6.11 What are the goals?
6.12 What is the extent of its authority?
6.13 How is it governed? How are its decisions made?
6.14 How is it organized?
6.15 What human and natural resources does it require?

Basic Concepts: PS-7 MCS: AGC-15, 16, 17, 18

Topics: Alliances, Blocs, International Organizations

Suggested Settings: North Atlantic Treaty Organization, Organization of American States, Organization of Petroleum Exporting Countries, Amnesty International

6.2 To be able to compare and contrast international economic systems, institutions, and organizations.

6.21 What is the philosophy and what are the goals?
6.22 How is it governed? How are its decisions made?
6.23 How is it organized?
6.24 What human and natural resources does it require?
6.25 What are the ecological implications of its goals?
6.26 What are its affiliations and political implications?

Basic Concepts: E-7, E-13 MCS: ECON.-12, 14

Topics: Multi-nationals, Cartels, Monetary System

Suggested Settings: World Bank, International Monetary Fund, Sumitomo Bank, Shell Oil, Organization of Petroleum Exporting Countries, Cummins Engine Company

6.3 To be able to identify and contrast social, cultural, educational, and religious institutions that are international or multinational in their scope.

6.31 What is its Philosophy and what are its goal?
6.32 What is the extent of its authority, power, or persuasion?
6.33 How is it governed? How are its decisions made?
6.34 How is it organized?
6.35 How does it deliver its program?
6.36 What are its affiliations and political implications?
6.37 What are its ecological implications?

Basic Concepts: S-3, S-5, S-8, S-9

Topics: International Organizations

Suggested Settings: Roman Catholic Church, World Health Organization (or International Red Cross), Rotary International, World Council of Churches, CARE.

IV. SKILLS

In developing this model it was assumed that this would be the final Social Studies experience for the student. Therefore all the Basic or Study Skills, Intellectual or Critical/Creative Thinking Skills, and Interpersonal or Social Participation Skills that the student had been taught would be honed one final time. To do less is to suggest that the need for teaching such skills does not exist. To do each of them again and perhaps again and again is to strengthen them in the student and hopefully provide the student with the skills to be an active, participating, competent citizen.

Therefore all the basic skills of the Social Studies are to be stressed. Thus in the final year of the K-12 educational experience the student will be exposed to, allowed to practice, and have ample opportunity to acquire those attributes which allow that student to be a humane, rational, participating citizen of not only the United States but the world. (See p. 6 of the Framework for further discussion of this.)

STUDY OR BASIC SKILLS***

Students need opportunities to develop and use study or basic skills. The skills include knowing how to:

Acquire information through listening, observing, reading, and utilizing community resources.

Locate information in textbooks, specialized dictionaries, almanacs, and other reference materials.

Compile, organize, and evaluate information presented in books, periodicals, and other media.

Extract and interpret information from maps, models, graphs, charts, tables, pictures, and cartoons.

Communicate orally and in writing.

INTELLECTUAL OR CRITICAL/CREATIVE THINKING SKILLS***

Students need opportunities to develop and practice intellectual or creative/creative thinking skills. They neeed opportunities to develop and practice both convergent and diviergent thinking skills. Such skills consist in part of the abilities to:

Compare similarities and differences among two or more objects, living things, ideas, events, or situations at the same or different points in time.

Classify or group items acccording to rational criteria.

Formulate appropriate and searching questions.

Draw probable conclusions and inferences from evidence.

Make warrantable predictions or fromulate hypothesis which can be verified.

Evaluate or make informed judgements based on rational criteria about the worth, equality, significance, amountdd, degree, or condition of given phenomens.

Detect ethnocentricity and/or other biases in presentation.

INTERPERSONAL OR SOCIAL PARTICIPATION SKILLS***

Students need opportunities to develop and use interpersonal, valuing, or social participation skills. The interpersonal, human relations, and group process skills with which the K-12 history-social science program is most concerned consist of the ability to:

Feel for others; empathize with them; be sensitive to their needs, problems, and aspirations; see things as others see them; and take the perspectives of others.

Understand multiple perspectives of societal phenomena.

Examine one's own feelings, values, capabilities, and shortcomings with an eye to developing a healthy, mature, and realistic concept of self.

Recognize one's own biases and prejudices on historical and societal phenomena.

See people as individuals rather than applying sterotypes to them or classifying them arbitrarily as members of particular groups.

Balance facts and feelings, the intellectual and the emotional.

Work effectively with others as members of groups.

Give and receive criticism.

Accept responsibility and demonstrate respect for the rights, opinions, and property of others in the classroom, the school, and in the larger community.

V PARTICIPATION

The individual in Political, Economic, and Social Systems in the culmination of many years of social science instruction. Ideally the appropriate skills will have been taught that will allow for the student to be an active participant in society. Therefore students should be able to undertake a variety of participatory activities. The nature of these activities must be based upon the abilities of the students and the availibility of resources.

Participatory activities may include the following:

1. Research projects and papers of a comparative nature on the topics of this outline.

2. Field trips to appropriate governmental bodies.

3. Individualized work/study projects with local government agencies.

4. Guest speakers, ranging from local government and business leaders to representatives of foreign governments and businesses.

5. Encouragement of the students to become active in elections. Working in campaigns, for election boards, or for the local political party organizations can all be rewarding educational experiences.

***History-Social Science Framework for California Public Schools, Kindergarten through Grade Twelve, California Department of Education, 1981, pp. 6-7.

6. Class debates or presentations can be used to aid in the presentation of information while providing the opportunity to develop skills.

7. Several classroom simulations are available. These range from one class period activities to ones lasting several weeks. These include mock trials, legislative procedings, presidential news conferences, stock market buying and selling, grain market spectulations.

VI VALUES

The teaching of values in any course is the responsibility of the teacher. This culminating course for high school students should allow students to examine their own values, the values of this society, and those of other world societies. The diverse nature of American society and the world demands that educators provide students with the basis for determining their own personal ethic as they study values of those who are different from themselves.

R. Freeman Butts' classification of values derived from the motto *e pluribus unum* can be the foundation for this model. The values expressed as *unum* values as well as those expressed as *pluribus* values have meaning not only for the society called the United States but for all persons.

These values are:

1. Those which seem primarily to promote desirable cohesive and unifing elements in a democratic political community or *unun* values. Among them are these:

Justice	Equality
Truth	Authority
Responsibility	Participation
Respect for persons and Property	Personal obligation for the Public good

2. Those which seem primarily to promote desirable pluralistic and individualistic elements in a democratic political community or the *pluribus* values. Among them are :

Diversity	Privacy
Freedom	Due Process
Human Rights****	

****For a detailed discussion of these values see the History-Social Science Framework for California Schools Kindergarten Through Grade Twelve, California Department of Education, 1981, pp. 7 - 9.

THE INDIVIDUAL IN POLITICAL, ECONOMIC, AND SOCIAL SYSTEMS MATRIX OF SETTINGS: (COUNTRIES)	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6
UNITED STATES	•	•		•	•	
BRAZIL					•	
CHINA	•			•		
DENMARK				•		
INDIA				•	•	
JAPAN	•		•	•	•	
MEXICO			•	•	•	
NIGERIA				•		
SOVIET UNION	•		•	•	•	
SWEDEN				•		
UNITED KINGDOM			•	•		